

COWPENS ELEMENTARY

341 Foster Street
Cowpens, SC 29330

GRADES K-5 Elementary School

ENROLLMENT 408 Students

PRINCIPAL Sharonda F. Murrell 864-463-3300

SUPERINTENDENT Dr. Jim Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	55	41	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Average	Yes
2004	Average	Unsatisfactory	Yes

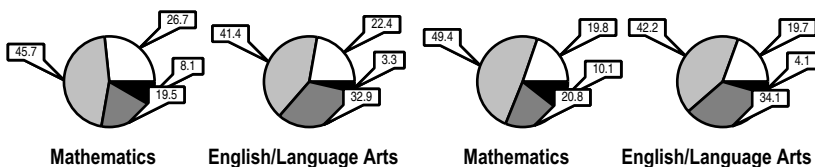
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	216	100.0	22.4	41.4	32.9	3.3	49.5	Yes	Yes
Gender									
Male	116	100.0	27.4	37.2	33.6	1.8	46.9		
Female	100	100.0	16.5	46.4	32.0	5.2	52.6		
Racial/Ethnic Group									
White	166	100.0	20.4	38.3	37.7	3.7	54.9	Yes	Yes
African-American	39	100.0	23.7	65.8	10.5	0.0	26.3	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	50.0	0.0	40.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	166	100.0	17.4	44.7	33.5	4.3	52.2		
Disabled	50	100.0	38.8	30.6	30.6	0.0	40.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	100.0	22.4	41.4	32.9	3.3	49.5		
English Proficiency									
Limited English Proficient	10	100.0	55.6	0.0	44.4	0.0	0.0	I/S	I/S
Non-Limited English Proficient	206	100.0	20.9	43.3	32.3	3.5	49.8		
Socio-Economic Status									
Subsidized meals	127	100.0	26.4	43.0	28.9	1.7	44.6	Yes	Yes
Full-pay meals	89	100.0	16.9	39.3	38.2	5.6	56.2		

Mathematics - State Performance Objective = 15.5%									
All Students	216	100.0	26.7	45.7	19.5	8.1	43.3	Yes	Yes
Gender									
Male	116	100.0	27.4	39.8	21.2	11.5	46.0		
Female	100	100.0	25.8	52.6	17.5	4.1	40.2		
Racial/Ethnic Group									
White	166	100.0	22.2	43.8	24.1	9.9	50.6	Yes	Yes
African-American	39	100.0	44.7	55.3	0.0	0.0	13.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	30.0	40.0	20.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	166	100.0	24.2	45.3	19.9	10.6	47.2		
Disabled	50	100.0	34.7	46.9	18.4	0.0	30.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	100.0	26.7	45.7	19.5	8.1	43.3		
English Proficiency									
Limited English Proficient	10	100.0	33.3	44.4	22.2	0.0	0.0	I/S	I/S
Non-Limited English Proficient	206	100.0	26.4	45.8	19.4	8.5	43.8		
Socio-Economic Status									
Subsidized meals	127	100.0	31.4	47.1	15.7	5.8	34.7	Yes	Yes
Full-pay meals	89	100.0	20.2	43.8	24.7	11.2	55.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	62	100.0	16.7	46.7	35.0	1.7	36.7
	Grade 4	86	100.0	27.7	37.3	33.7	1.2	34.9
	Grade 5	72	100.0	21.4	47.1	31.4	N/A	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	100.0	17.9	41.8	32.8	7.5	40.3
	Grade 4	62	100.0	21.0	45.2	33.9	N/A	33.9
	Grade 5	87	100.0	27.6	42.5	27.6	2.3	29.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	62	100.0	13.3	48.3	25.0	13.3	38.3
	Grade 4	86	100.0	14.5	50.6	24.1	10.8	34.9
	Grade 5	72	100.0	20.0	48.6	30.0	1.4	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	100.0	26.9	53.7	17.9	1.5	19.4
	Grade 4	62	100.0	29.0	48.4	16.1	6.5	22.6
	Grade 5	87	100.0	24.1	43.7	18.4	13.8	32.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 408)				
First graders who attended full-day kindergarten	98.5%	N/C	100.0%	100.0%
Retention rate	2.6%	Down from 3.3%	2.8%	2.7%
Attendance rate	96.8%	Up from 95.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%		3.8%	3.5%
Eligible for gifted and talented	20.3%	Up from 18.2%	13.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 5.5%	9.5%	8.2%
Older than usual for grade	1.0%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Down from 61.3%	50.0%	51.4%
Continuing contract teachers	96.4%	Up from 83.9%	88.9%	87.5%
Highly qualified teachers**	93.3%	N/A	94.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.0%	Up from 88.0%	86.9%	86.7%
Teacher attendance rate	94.1%	Down from 94.6%	94.8%	94.9%
Average teacher salary	\$44,748	Up 1.9%	\$40,260	\$40,760
Prof. development days/teacher	12.5 days	Up from 6.2 days	12.5 days	12.4 days

School				
Principal's years at school	0.0	Down from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.2 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 89.8%	89.8%	90.0%
Dollars spent per pupil*	\$6,541	Up 8.1%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	60.6%	Up from 60.0%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cowpens Elementary School enjoyed many signs of success during the 2003-2004 school year, proof positive of the hard work and dedication to learning shown by our students, teachers and supportive parents.

We are proud that three more teachers earned National Board certification last year — Tammy Hodges, physical education teacher; Karen McGill, media specialist, and Wanda Noblin, first grade teacher. Each of these educators met National Board Professional Teaching Standards (NBPTS) requirements and joined our other NBPTS qualifiers already on staff — Tammy Kirby (first grade) and Lorraine Moore (math coach).

Congratulations also to Janice Griffin, school counselor, who was selected last spring by the CES faculty to represent the school as Teacher of the Year for 2004-2005. This is wonderful recognition by her peers. Mrs. Griffin did her usual outstanding job coordinating our PACT state testing efforts, too, along with all our teachers and monitors.

Other staff honors include the selection of Cynthia Remley, fifth grade science teacher, to attend the Earth Science Activities session of the 2004 Science PLUS Institute at Roper Mountain Science Center last summer.

Among notable achievements by our students, one student was the 2003-2004 School Winner in the Lieutenant Governor's Writing Awards Contest, won the Fifth Grade Spelling Bee, placed second in the District Spelling Bee and was our school's Terrific Kid of the Year. A fourth grade student at CES won second place in the mathematics division of the Piedmont Regional Science Fair. Congratulations also go to one of our fifth graders who had original artwork advance in the Manufacturers' Arts Award competition for 2004.

Last but not least, we thank our parents and friends for their loyal support of our annual events such as Relay for Life, Operation Christmas Child, Grand Citizens'/Veterans' Day Celebration, St. Jude Math-a-Thon and PTO-sponsored Fall Festival. All of these events enjoyed record levels of participation for 2003-2004.

Mrs. Sharonda F. Murrell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	78	59
Percent satisfied with learning environment	100.0%	76.6%	88.1%
Percent satisfied with social and physical environment	100.0%	83.3%	91.5%
Percent satisfied with home-school relations	100.0%	87.2%	75.9%

*Only students at the highest elementary school grade level at this school and their parents were included.